THE INFLUENCE OF SELF-EFFICACY AND PEER CONFORMITY ON ACADEMIC DISHONESTY IN PURBALINGGA 'X' VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract

Vocational high school students need to have high integrity to be able to complement their skills, so that in the future, these students can meet the needs of the world labour market. Students who engage in academic dishonesty often have low self-efficacy and are affected by peer conformity. This study empirically examines the effect of self-efficacy on academic dishonesty, the effect of peer conformity on academic dishonesty, and the combined effect of self-efficacy and peer conformity on academic dishonesty among students at SMK "X" Purbalingga. This research employs a quantitative method with multiple linear regression analysis. The sampling technique used is simple random sampling. The results indicate a significant effect of self-efficacy and peer conformity on academic dishonesty, with an F-value of 58.481, p = 0.000, and an R-square of 0.353. This demonstrates that self-efficacy and peer conformity contribute 35.3% to academic dishonesty. This study proves that self-efficacy and peer conformity significantly impact academic dishonesty among students at SMK X Purbalingga.

Keyword: *Academic Dishonesty, Peer Conformity, Self-Efficacy, Vocational High School, Student*

Abstrak

Siswa SMK perlu memiliki integritas yang tinggi agar dapat mengasah keterampilannya, sehingga di masa mendatang, siswa tersebut dapat memenuhi kebutuhan pasar kerja dunia. Siswa yang melakukan kecurangan akademik sering kali memiliki efikasi diri yang rendah dan terpengaruh oleh konformitas teman sebaya. Tujuan dari penelitian ini yaitu untuk menguji secara empiris pengaruh Self-efficacy terhadap ketidakjujuran akademik, menguji secara empiris pengaruh konformitas teman sebaya terhadap ketidakjujuran akademik, serta menguji secara empiris pengaruh self-efficacy dan konformitas teman sebaya terhadap ketidakjujuran akademik pada siswa SMK X Purbalingga. Penelitian ini

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menggunaakan metode kuantitatif dengan teknik analisis data berupa uji regresi linear berganda. Teknik sampling yang digunakan yaitu simple random sampling. Hasil penelitian ini yaitu terdapat pengaruh signifikan self-efficacy dan konformitas teman sebaya terhadap ketidakjujuran akademik dengan Fhitung = 58,481, p =0,000 dan Rsquare = 0,353. Sehingga menunjukkan bahwa self-efficacy dan konformitas teman sebaya secara simultan dapat memberikan sumbangan efektif sebesar 35,3% terhadap ketidakjujuran akademik. Penelitian ini membuktikan bahwa terdapat pengaruh yaitu Self-efficacy dan Konformitas Teman Sebaya terhadap Ketidakjujuran Akademik pada siswa SMK X Purbalingga.

Kata kunci: *Ketidakjujuran Akademik, Konformitas Teman Sebaya, Self-efficacy, Sekolah Menengah Kejuruan, Siswa*

INTRODUCTION

Education is an effort made to foster, shape, direct, educate, and train students formally, informally, and non-formally (Nurhayati & Rosadi, 2022). Education in Indonesia is interpreted as an effort to carry out the learning process and develop students' potential. According to Adawiyah et al. (2016) there are formal education levels that exist in Indonesia and are standardised, such as elementary, junior high school, high school/vocational school, and college. Formal education focuses more on providing students with the ability to use it directly in the community environment.

Vocational high school (SMK) is an educational institution that makes efforts to improve students' abilities, to produce alumni who are suitable to fill the demand of the labour market. (Putriatama et al., 2016). Vocational graduates need to have competence in the character of discipline, honesty, and diligence so that they are worthy of filling the demand in the world of work (Perdana, 2019). So SMK students need to have high integrity to be able to complement their skills, so that in the future, these students can meet the needs of the world labour market.

An assessment of academic cheating behaviour was conducted by Dejene (2021) on 1,246 public and private secondary school students, resulting in an approximately 80% prevalence rate of cheating behaviour among students. Preventing academic dishonesty behaviour is one of the important actions for vocational high schools. The adverse impact of academic dishonesty on students is that students do not have a narrow mindset that is accustomed to getting quick results without putting in more effort themselves (Indriyani et al., 2022).

According to Kibler (1993) academic dishonesty is a form of cheating and plagiarism involving students, because they have given or received illegal assistance during assignments and receive grades for other people's work. Meanwhile, according to Jensen et al., (2002) academic dishonesty is an attempt by students to recognise other students' academic work as their work, such as cheating on exams, copying homework and assignments, and plagiarism.

According to Purnamasari (2013) academic dishonesty can be caused by several factors, including self-efficacy, moral development, and religion. Academic dishonesty is influenced by teachers, friends, and oneself (Herdian et al., 2021). Teachers who are less clear in delivering material, unclear material, and teachers who have strict rules.

Bandura (1997) revealed that self-efficacy is an individual's belief regarding the ability that exists in oneself to organise and carry out an action plan to achieve a certain goal. Self-efficacy is important for students to have to provide confidence in

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their abilities, so that when they get difficult material or problems, they have confidence that they can do it (Sari, 2024). Low self-efficacy is the most influential factor in academic dishonesty activities (Purnamasari, 2013). Students with low self-efficacy are more likely to engage in dishonest behaviour at school than students with high self-efficacy.

Another variable that is thought to influence academic dishonesty behaviour is peer conformity. Peers are individuals of approximately the same age and maturity level (Santrock, 2012). Peer conformity, according to Baron and Byrne (2005) is an action that individuals take in a good way to be accepted in their peer group. Rettinger and Kramer (2009) revealed that when students see the behaviour and attitudes of their peers committing academic dishonesty, they will follow this behaviour, even though most of the students know that dishonest actions are unacceptable.

Preliminary studies that have been conducted state that 78.6% or 11 students admit to having committed academic dishonesty at school. Then through open questions, 14 students answered the form of academic dishonesty at school in the form of cheating, cooperating with friends when taking tests, copying assignments, lying to teachers, copying assignments from the internet, telling friends to do their work, bringing cheats when taking tests, cooperation that is not allowed. Furthermore, the reasons why students commit dishonest acts at school are due to a lack of confidence in their competence, wanting to get good grades, and following the actions of friends. Furthermore, 92.9% or 14 students answered the question of cheating behaviour because they were not sure of their abilities, and as many as 85.7% or 12 students answered the question of cheating influenced by friends.

In addition, researchers found previous studies related to academic dishonesty, such as those conducted by Damayanti and Savira (2022), Wahyuningtyas and Indrawati (2020), and Desi et al. (2018). Previous research by Damayanti and Savira (2022), discussed the relationship between self-efficacy, readiness to learn, and students with academic fraud during the COVID-19 pandemic. The study examined the correlational method, which examined the relationship between self-efficacy, learning readiness, and academic fraud. Then the study also examined when the COVID-19 pandemic occurred, so that learning was carried out online. As for now, the COVID-19 pandemic in Indonesia has ended, so for now, it is irrelevant, and most schools do not use online learning systems.

Then research by Desi et al. (2018) conducted research on cheating behavior in terms of locus of control in high school students. The study only used one dependent variable and used the subjects of high school students (SMK). Meanwhile, the research conducted by researchers used two dependent variables, namely self-efficacy and peer conformity, and used the subjects of Vocational High School (SMK) students.

Academic dishonesty behavior in students in SMK is important to pay attention to because it will have an impact on the student's own career. SMK students are prepared to face the world of work and meet the demands of the labor market, so that not only must they have a field of competence, but students must also have integrity within themselves, which can be fostered while in SMK by avoiding academic dishonesty behavior at school.

Seeing that there are still few studies on academic dishonesty, especially in vocational high school (SMK) student participants, the researchers are interested

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in examining the effect of self-efficacy and peer conformity on academic dishonesty in SMK X Purbalingga students.

Furthermore, the hypothesis proposed by the researcher is that there is an influence of self-efficacy on academic dishonesty in students of SMK X Purbalingga (H1), there is an influence of peer conformity on academic dishonesty in students of SMK X Purbalingga (H2), and there is an influence of self-efficacy and peer conformity on academic dishonesty in students of SMK X Purbalingga (H3).

The purpose of this study is to empirically test the effect of self-efficacy on academic dishonesty, empirically test the effect of peer conformity on academic dishonesty, and empirically test the effect of self-efficacy and peer conformity on academic dishonesty in students of SMK X Purbalingga.

PARADIGM, APPROACH, THEORY, AND LITERATURE REVIEW

McCabe et al (2001) academic dishonesty is the behavior of students intentionally or unintentionally to carry out manipulation activities or rule violations during examinations or assignments. Academic dishonesty is a complex behavior of individuals that is influenced by many factors other than academic regulations (McCabe & Trevino, 1993). Aspects of academic dishonesty according to McCabe et al. (2001) include the first, Cheating. Cheating is an attempt by someone to take or some information with others during the implementation of exams or assignments at school. Second, Plagiarism. Plagiarism is the illegal taking of another person's work or essay to make it appear as if the writing is one's work. And third, Unauthorized Collaboration. It is a person's prohibited action in the academic realm in the form of collaborating with others illegally in working on academic exams or assignments.

Furthermore, the factors of academic dishonesty according to Purnamasari (2013) can be influenced by self-efficacy, moral development, and religion. Meanwhile, according to McCabe and Trevino (1997), academic dishonesty factors are contextually influenced by participation in certain groups, peer behaviour, peer rejection, peer reporting, severity of punishment, and support for academic integrity provisions.

On the other hand, self-efficacy according to Bandura (1997) it is the belief in oneself when carrying out certain actions to welcome one of the situations so that it can get the expected results. Self-efficacy is a form of individual belief in the skills possessed to improve their life achievements (Sandra, 2013). Aspects of self-efficacy according to Bandura (1997) are divided into three, including magnitude/level, generality, and strength.

Meanwhile, peer conformity according to Baron and Byrne (2005) is an effort made by someone in a good way to be accepted in their peer group. Its aspects are normative social influence and informational social influence.

METHOD

This study uses quantitative methods with data analysis, namely multiple regression. The population used by researchers is all 11th-grade students of SMK X Purbalingga. Sampling is based on a simple random sampling technique. The simple random sampling technique is a way of determining a sample based on a determined population, then sample members are taken randomly by ignoring the strata contained in the population (Sugiyono, 2022). The total population was 495, with the number of subjects obtained based on the Krejcie table, namely 217 students.

This study uses variables of self-efficacy (X1), peer conformity (X2), and Academic Dishonesty (Y). This study used

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a research questionnaire with the help of Google Form, which was distributed directly by researchers at the school. The first scale used is the academic dishonesty scale, which was modified from the academic dishonesty scale developed by Ampuni et al. (2020). The initial 14 items and after the trial remained at 14 with a reliability coefficient of 0.904.

Second, the self-efficacy scale was modified from the self-efficacy scale developed by Irwansyah (2021) with a total of 17 items. However, after testing the measuring instrument, the items were reduced to 12 items. The resulting reliability test is 0.865.

Third, the peer conformity scale was modified from the peer conformity scale developed by Oktaviani (2022) with 38 items, but after testing the measuring instrument, the items were reduced to 25 items. The resulting reliability test is 0.922. The results of the reliability test of the three scales can be concluded to have a reliability coefficient> 0.7. Then, all data analysis is assisted by the SPSS version 26.00 application.

A total of 217 students became respondents, consisting of 33 male respondents with a percentage of 15% and 184 female respondents with a percentage of 85%. Furthermore, the age group 15 numbered 3 respondents with a percentage of 1%, 16 years old numbered 89 respondents with a percentage of 41%, 17 years old numbered 112 respondents with a percentage of 52%, 18 years old numbered 11 respondents with a percentage of 5%, and 19 years old numbered 2 respondents with a percentage of 1%. And class criteria, XI Accounting and Institutional Finance 2 totalled 35 respondents with 16%, XI Service and Business Office Management 2 totalled 32 respondents with a percentage of 15%, XI Service and Business Office Management 3 totalled 32 respondents

with a percentage of 15%, XI Marketing 1 totalled 32 respondents with a percentage of 15%, XI Beauty and Spa totalled 31 respondents with a percentage of 14%, XI Culinary totalled 33 respondents with a percentage of 15%, XI Software and Game Development 1 totalled 6 respondents with a percentage of 3%, and XI Software and Game Development 2 totalled 16 respondents with a percentage of 7%.

Table 1.
Demographic data

	Demographic variables	F	%
Gender	Male	33	15
	Female	184	85
Age	15	3	1
	16	89	41
	17	112	52
	18	11	5
	19	2	1
Class	XI PPLG 1	6	3
	XI PPLG 2	16	7
	XI MPLB 2	32	15
	XI MPLB 3	32	15
	XI KULINER	33	15
	XI KDS	33	15
	XI AKL 2	35	16
	XI PM	32	15

RESULT AND DISCUSSION
Research Result

The results of this study were obtained from 217 participants after the questionnaire was distributed on 25 and 26 April 2024. After the data is collected, the description of the data obtained is as follows:

Table 2
Academic dishonesty data deskription

Category	Percentile	Frequency (%)
Very high	X > 40,387	12 (6%)
High	33,671 < X ≤ 40,387	67 (31%)
Medium	26,955 < X ≤ 33,671	77 (35%)

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Low	20,239 < X ≤ 26,955	44 (20%)
Very low	X ≤ 20,239	17 (8%)
Total		217 (100%)

Table 2 shows that the research subjects had academic dishonesty in the very high category, as many as 6% or 12 subjects. Consists of 67 subjects in the high category, with a proportion of 31%. While the moderate category was 35% or 77 subjects, the low category was 20% or 44 subjects, and the very low category was 8% or 17 subjects, with a total of 217 subjects.

Table 3.
Self-efficacy data description

Category	Percentile	Frequency (%)
Very high	X > 32,469	14 (6%)
High	27,948 < X ≤ 32,469	60 (28%)
Medium	23,426 < X ≤ 27,948	83 (38%)
Low	18,904 < X ≤ 23,426	46 (21%)
Very low	X ≤ 18,904	14 (6%)
Total		217 (100%)

Table 3 shows that the research subjects had academic dishonesty in the very high category, as many as 6% or 14 subjects. Consists of 60 subjects in the high category, with a proportion of 28%. While the moderate category was 38% or 83 subjects, the low category was 21% or 46 subjects, and the very low category was 6% or 14 subjects, with a total of 217 subjects.

Table 4.
Peer conformity data description

Category	Percentile	Frequency (%)
Very high	X > 75,467	13 (6%)
High	66,520 < X ≤ 75,467	67 (24%)
Medium	57,572 < X ≤ 66,520	78 (36%)
Low	48,625 < X ≤ 57,572	51 (31%)
Very low	X ≤ 48,625	8 (4%)
Total		217 (100%)

Table 4 shows that the research subjects had academic dishonesty in the very high category, as many as 6% or 13 subjects. Consists of 67 subjects in the high category, with a proportion of 24%. While the moderate category was 36% or 78 subjects, the low category was 31% or 51 subjects, and the very low category was 4% or 8 subjects, with a total of 217 subjects. The following is an analysis of demographic data that the author has done:

Table 5.
Gender difference test of academic dishonesty variable

Gender	Mean	N	Sig.
Male	28,15	33	0,044
Female	30,70	184	

The results of the calculation of the mean difference test of the overall academic dishonesty score in men and women resulted in a significant value of 0.044 <0.050. These results prove that gender and academic dishonesty play a significant role. Because when the significance value is less than 0.050. Then the average behaviour of male academic dishonesty is 28.15 with 33 subjects. While the average female academic dishonesty was 30.70, with 184 subjects. This value proves that the academic dishonesty behaviour carried out by women is greater than men.

Furthermore, researchers test reliability, reliability is the consistency of the results of research with various types of use of research methods in conditions of a different place and time (Budiastuti & Bandur, 2018). The purpose of the research instrument reliability test is to measure the consistency of the measuring instrument that will be used by the researcher. So that researchers can see the accuracy of the measurement results on the same sample

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in other different conditions. The reliability test in this study used the Cronbach Alpha technique with a value of ≥ 0.7 and was assisted by the SPSS (Statistical Product and Service Solution) version 26.00 programme for the Windows 11 operating system. The test results are as follows:

Table 5.
Reliability test
Academic Dishonesty Scale

Variable	Cronbach's Alpha Coefficient	Category
Academic dishonesty	0,904	Reliable
Self-efficacy	0,865	Reliable
Peer conformity	0,922	Reliable

After the reliability test results come out, it can be concluded that all items used are reliable because they have a coefficient of 0.855 for the conformity scale and 0.897 for the buying decision scale, which means that both have a reliability coefficient> 0.7. After conducting the reliability test, the researcher then conducted an assumption test to determine whether the research data could be further analysed or not. The assumption tests carried out are normality, linearity, and heteroscedasticity tests.

The purpose of the normality test is to reveal whether the residual value is distributed normally or abnormally. If the data distribution is in the line area and follows the diagonal line, it can be said that the regression model is normal and suitable for use in predicting the independent variable. Meanwhile, if the data distribution is far from the line and does not follow the diagonal line, it is abnormal and not suitable for use (Ghozali, 2018). The results of the normality test carried out are as follows:

Table 6.
Normality Test

Analysis	N	Sig.	SD
Unstandardized Residuals	217	0,306	5,400

In Table 4, which shows the results of the assumption test regarding data normality, it can be seen that the p-value is 0.306, which is > 0.05. This shows that the research data is normally distributed. After the normality test, the researcher continued with the linearity test. The results of the linearity test are as follows:

Table 7.
Linearity test (Linearity Deviation form Linearity)

Variable	F	Sig.
X1, Y	0,644	0,000
X2, Y	0,868	0,000

The linearity test serves as an identification of whether the model criteria used are appropriate or not (Ghozali, 2018). In addition, the linearity test is used to find whether or not there is a linear relationship between the independent and dependent variables. Based on Table 5, it is known that the self-efficacy variable on academic dishonesty has a linearity significance value of 0.000 < 0.05 and a deviation from linearity of 0.644 > 0.05, so the variable is declared linear. Then the peer conformity variable on academic dishonesty has a linearity significance value of 0.000 < 0.05 and a deviation from linearity of 0.868 > 0.05, so the variable is declared linear. The last assumption test is the Multicollinearity Test with the following results:

Table 8.
Multikolinearity test

Variable	Tolerance	VIF	Desc.
Self-efficacy	0,935	1,070	No multico linearity
Peer conformity	0,935	1,070	No multico linearity

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The use of a multicollinearity test is to confirm whether there is an association between independent variables and other independent variables. If there is an attachment to the independent variables, then the attachment value between the independent variables is ≠ 0 or not orthogonal. A qualified regression type is when there is no multicollinearity between independent variables (Ghozali, 2018). Following Table 6, it can be seen that the regression model of self-efficacy and peer conformity on academic dishonesty does not exhibit multicollinearity. Because the multicollinearity test results show the tolerance value of the self-efficacy variable and peer conformity of 0.935 and the VIF score of 1.070.

The three assumption tests as prerequisites for hypothesis testing have been carried out. The results show that the data are normally distributed, have a linear relationship, and do not show multicollinearity. Therefore, the research data can be used to conduct hypothesis testing in the form of multiple regression analysis. The results of the hypothesis testing carried out are as follows:

Table 9.
ANOVA test

Analysis	m	F	Sig.
Regresi	1721,542	58,481	0,000
Residual	29,437		

Based on the test results, it can be concluded that self-efficacy and peer conformity have a significant influence on academic dishonesty. This is based on the significance value or p-value of 0.00 <0.05. To find out the predictive factors of self-efficacy and peer conformity variables on academic dishonesty, it can be seen in the following table:

Table 10.
Determination Test

Variable	R	R Square
Self-efficacy	0,248	0,062
Peer conformity	0,586	0,343

The test results table, in the self-efficacy variable R Square column, shows a value of 0.062. This means that the self-efficacy variable contributes to academic dishonesty behaviour by 6.2%. While in the peer conformity variable, the R Square column shows a value of 0.343. This means that the self-efficacy variable contributes to academic dishonesty behaviour by 34.3%. Furthermore, the results of multiple regression tests are shown in the following regression coefficient table:

Table 11.
Regression Coefficient
Multiple Regression Test Results

Variable	Unstandardized Coefficients		Sig.
	B	S.E	
Academic dishonsty (*constant*)	0,260	2,987	0,931
Self-efficacy (X1)	0,157	0,84	0,000
Peer conformity (X2)	0,419	0,043	0,000

Based on table 9, it is known that the probability value obtained is 0.000 (p < 0.050). So it can be stated that the hypothesis is accepted, namely that there is a significant influence between self-efficacy and peer conformity on academic dishonesty. This is supported by the results of the multiple regression equation Y = 0.260 + 0.157 + 0.419. The coefficients X1 and X2 are regression directions that can state the average change in self-efficacy and peer conformity variables. The average change in the variable in question is when X1 and X2 are positive, it can be said to have increased, and if b and c are negative, it is said to have decreased. So it can be concluded that academic dishonesty will change by 0.157 for changes that occur in self-efficacy and change by 0.419 for changes that occur in peer conformity.

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Furthermore, in line with the preliminary study above, academic dishonesty behaviour is a complex behaviour of individuals that is influenced by many factors other than academic regulations (McCabe & Trevino, 1993). Academic dishonesty is various types of cheating and plagiarism committed by students by giving or receiving illegal help during exams or school assignments, and getting marks for other people's work (Kibler, 1993). Jensen et al (2002) defined academic dishonesty as the act of students presenting other people's academic work as their own.

Researchers also conducted a simple regression analysis of the effect of self-efficacy on academic dishonesty, which resulted in a probability value of 0.000 (p < 0.050). So it can be said that the hypothesis is accepted, namely that there is a significant effect of self-efficacy on academic dishonesty. Furthermore, peer conformity on academic dishonesty results in a probability value obtained of 0.000 (p < 0.050). So it can be said that the hypothesis is accepted, namely that there is a significant effect of peer conformity on academic dishonesty.

Based on multiple regression tests that have been carried out, it shows that self-efficacy and peer conformity on academic dishonesty of SMK X Purbalingga students with a significance level of 5%, obtained sig. (p) = 0.000 (p < 0.050). The result of the coefficient of determination (R^2) is 0.353, which indicates that self-efficacy and peer conformity provide an effective contribution of 35.3% to academic dishonesty, besides getting a contribution from other factors not examined in this study of 64.7%.

Table 12.
Hypothesis Test Results Simple Linear Regression Analysis Self-efficacy Variable

Aspect	Mean	F	R	Sig.
Magnitude	7,47	303,077	0,585	0,00
Generality	7,23	459,021	0,681	0,00
Strenght	10,98	838,072	0,796	0,00

Based on the results of simple linear regression analysis on each aspect of the self-efficacy variable, it is known that the generality and strength aspects are the aspects that most influence the self-efficacy of SMK X Purbalingga students, with a contribution of 68.1% and 79.6%. Meanwhile, the magnitude aspect is 58.5%. Then for the average value of magnitude, 7.47, generality 7.23, and strength 10.98. So it can be concluded that the strength aspect contributes more to the self-efficacy variable by 79.6%, and the mean value is 10.98.

Discussion

Based on the research that has been conducted, it is known that there is a significant influence of self-efficacy and peer conformity on the academic dishonesty of students of SMK X Purbalingga. Furthermore, after the data description test, the direction of categorisation moves from moderate to high. So it can be seen that students of SMK X Purbalingga are moderately committing academic dishonesty behaviour.

After testing demographic data, it is known that gender plays a significant role in academic dishonesty behaviour. Because when the significance value is less than 0.050. Then the male Mean value is 28.15 while the female Mean is 30.70. This value proves that academic dishonesty behaviour carried out by women is greater than men. These results are in line with research conducted by Permatasari et al. (2023) that academic dishonesty behaviour carried out by women is higher than that of men, with an average female value of 43.70% and male 43.33%. Research by Azar and Applebaum (2020)

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which says that academic dishonesty behaviour is more commonly carried out by the female gender than the male. This is because male gender students tend to commit academic dishonesty more often. This can be proven in the theory of gender role socialization, namely in socializing women obey the rules more than men.

The Effect of Self-Efficacy on Academic Dishonesty

Based on the hypothesis testing that has been carried out, it is found that there is a significant effect of self-efficacy on academic dishonesty. These results are from research by Aurel et al. (2023) explaining that self-efficacy is the most important factor in the learning process, because students who have low self-efficacy tend to be less able to utilize the resources available for learning and cannot learn efficiently and effectively, which can encourage these students to commit academic dishonesty to get good grades. Thus, students with high self-efficacy will make academic dishonesty tend to be low.

Meanwhile, through descriptive tests, the average level of self-efficacy ranges from moderate to high. This is following research by Syahrina (2016) which proves that the level of self-efficacy is directed from moderate to high. The results of this study also prove that the high self-efficacy of SMK X Purbalingga students does not guarantee that these students will not commit academic dishonesty.

There is a contribution of the self-efficacy variable in this study of 6.2% to the academic dishonesty of SMK X Purbalingga. The effect of self-efficacy on academic dishonesty is less strong. The low contribution of self-efficacy to academic dishonesty can be due to high self-confidence in students in doing questions or assignments, that are unable to reduce students' intention to commit academic dishonesty.

After conducting a simple linear regression test, the self-efficacy variable with a contribution of magnitude 58.5%, generality 68.1%, and strength 79.6%. Then for the average value of magnitude, 7.47, generality 7.23, and strength 10.98. So it can be concluded that the strength aspect contributes more to the self-efficacy variable by 79.6%, and the mean value is 10.98.

The Effect of Peer Conformity on Academic Dishonesty

Peer conformity can be a factor in the emergence of academic dishonesty. In line with the research of Permatasari et al. (2021) which reveals that, by seeing friends commit academic dishonesty, students will consider this a normal thing.

Then, through the data description test, the peer conformity category of students of SMK X Purbalingga moves from moderate to high. This proves that students of SMK X Purbalingga exhibit enough peer conformity. Furthermore, the contribution of peer conformity of 34.3% is in line with the results of the study as well as research from Wahyuningtyas and Indrawati (2020), which reveals that the higher the peer conformity that occurs at school, the higher the dishonest behaviour of students. Peer conformity occurs when students imitate the behaviour of other students, which can come from direct pressure or only in the student's imagination, so in this context, students can commit academic dishonesty because they imitate the dishonest behaviour of other students. When individuals in adolescence enter high school or equivalent, they are prone to being influenced by their peers. This attitude is often expressed as peer conformity. Monks (2006) says that the conformity experienced by adolescents is due to their social development. Adolescents begin to

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move from separating themselves from their parents to their peers, so that in adolescent life, peers become one of the most important things in behavior and decision making.

The Influence of Self-Efficacy and Peer Conformity on Academic Dishonesty

Academic dishonesty is influenced by self-efficacy, self-confidence, locus of control, positive thinking, self-esteem, interest in learning, academic procrastination, and academic self-concept (Sherly et al., 2018). Self-efficacy is an indispensable factor in the learning process. Because when students have low self-efficacy, they tend to be less able to take advantage of the resources available for learning and cannot learn efficiently and effectively, which can encourage these students to commit academic dishonesty to get good grades, whereas when students have high self-efficacy, it will minimise students' academic dishonesty behaviour (Aurel et al., 2023).

In addition to self-efficacy, other factors for academic dishonesty are the environment, situation, and conditions (Lestari & Lestari, 2017). According to Wahyuningtyas and Indrawati (2020) academic dishonesty can occur due to peer conformity that occurs in the student's school environment. When individuals in adolescence enter the high school education level or its equivalent, these adolescents are prone to being influenced by their peers. This attitude is often expressed by peer conformity. Monks (2006) said that the conformity experienced by adolescents is due to their social development, adolescents begin to move from separating themselves from their parents to their peers.

Based on the contribution of peer conformity (34.3%) is higher than self-efficacy (6.2%), meaning that conformity is more influential on academic dishonesty,

when compared to self-efficacy on academic dishonesty. The findings in this study provide some evidence that grade XI students of SMK X Purbalingga have a higher culture of peer conformity that can lead to academic dishonesty behaviour. This is in line with the research of Sunarjo et al (2022) which says that students who conform to their peers will dominantly participate in activities carried out by their peers, even though these activities do not follow their perceptions, such as committing academic dishonesty behaviour.

Following the results of this study, the researcher feels that this study has limitations or shortcomings. First, in the discussion, the researcher still fails to include theories that can expand the research results from various views. Second, the data analysis does not display more specific curves or tables, so it cannot clarify the information on the research results. And third, the variables used in this study are still limited; as a result, there are still other possible variables that can affect academic dishonesty but have not been discussed in this study.

CONCLUSION

Based on the research that has been conducted, it is known that the first, second, and third hypotheses have been accepted, that there is an influence of self-efficacy on academic dishonesty in students of SMK X Purbalingga, that there is an influence of peer conformity on academic dishonesty in students of SMK X Purbalingga, and that there is an influence of self-efficacy and peer conformity on academic dishonesty in SMK X Purbalingga. This study found that the contribution of self-efficacy is smaller than peer conformity, which means that conformity has more influence on academic dishonesty when compared to self-efficacy on academic dishonesty. In

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line with research by Sunarjo et al. (2022), which says that students who conform to their peers will dominantly follow the activities carried out by their peers.

This study uses less varied subjects because it only focuses on one research site, namely SMK X Purbalingga. The use of subjects from one research site allows producing richer and more substantial research results regarding academic dishonesty behavior. This will also make a difference in the results of the contribution obtained from the factors of self-efficacy and peer conformity to academic dishonesty. For future researchers who intend to research academic dishonesty, it is recommended to use other variables, not only using two independent variables as in this study. The use of subjects from the research site allows producing richer and more substantial research results on academic dishonesty behavior. It will also be a differentiator in the results of the contribution obtained from self-efficacy and peer conformity factors to academic dishonesty.

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